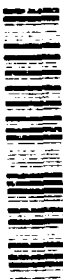


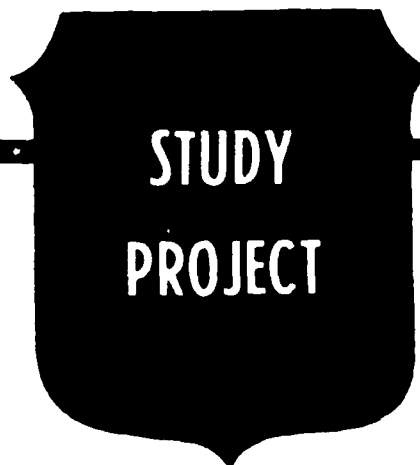
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LEADERSHIP AND TAKING CARE OF SOLDIERS

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WHAT DOES IT MEAN?

BY

LIEUTENANT COLONEL DANIEL J. SULLIVAN  
United States Army

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USAWC MILITARY STUDIES PROGRAM PAPER

LEADERSHIP AND TAKING CARE OF SOLDIERS.  
WHAT DOES IT MEAN?

AN INDIVIDUAL STUDY PROJECT

by

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## ABSTRACT

AUTHOR: Daniel J. Sullivan, LTC, U.S. Army  
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Officers and non-commissioned officers at all levels use the phrase "take care of the troops" to refer to many different things. The purpose of this paper is to determine if there is consensus among current Army senior leaders about what the phrase means. Army leadership regulations, comments from outgoing division commanders from 1985-1989, and related philosophy of General H. Norman Schwarzkopf are examined to determine the meaning of the phrase "take care of the troops." Historical examples of good and poor leadership are cited. Surveys from 23 active duty general officers are analyzed in developing the TOP 10 Imperatives on how to best take care of soldiers.

## INTRODUCTION

Caring for your soldiers means doing all you can to try to help them meet their physical, security, social, and higher needs. Some leaders get the idea that caring for their soldiers only means ensuring that they have adequate food, clothing, rest, shelter, and necessary weapons and equipment to do their jobs. Providing for these physical needs is critically important, but caring for your subordinates goes much further.<sup>1</sup>

FM 22-100

Officers and non-commissioned officers at all levels are concerned about their soldiers. However, we sometimes use the phrase "take care of the troops" to refer to many different things. The purpose of this paper is to determine the meaning of the phrase "take care of the troops" and to see if there is a consensus regarding this critical concept among current Army senior leaders.

No one doubts that senior military leaders take care of their soldiers. Leadership and taking care of soldiers are synonymous. Research to answer the above question was therefore centered on Leadership. This study reviews Army leadership regulations. It analyzes comments from outgoing division commanders. It conveys the related philosophy of General H. Norman Schwarzkopf and cites some historical examples of good and poor leadership. The paper then analyzes a survey sent to forty active duty Army general officers. The survey taps into the key programs, innovations and

personal philosophies developed by these senior leaders in their years of taking care of soldiers. The TOP 10 imperatives on how to best take care of troops are developed from the survey. My personal philosophy on taking care of soldiers and a final analysis conclude the paper.

## ARMY REGULATIONS

### DA PAM 600-80, Executive Leadership

Chapter Six, "Human Resources Development," begins with the premise that the Army is and depends on its people. Developing member capability and providing the best growth opportunities are key functions in any successful organization.<sup>2</sup> In addition, Congressional mandate and the Oath of Commission hold military leaders accountable "for upholding constitutional values and managing the human and financial resources entrusted to their care. The most precious of those resources is human life."<sup>3</sup> The nation's most valuable future resource is its young people, especially its young soldiers.

The human resource subsystem and life cycle process is provided at Appendix 1.<sup>4</sup> Key areas that relate to taking care of the soldier are as follows:

- A work environment that facilitates productivity and pride in membership.
- Programs for professional and personal growth.
- Programs for the physical, mental and spiritual well-being of all.
- Removal of individuals who are unable to meet the standard.
- Transition from military to civilian status.

DA Pam 600-80 also describes several first and second organizational order effects. An excellent example of a Department of the Army generated second order effect with tremendous impact on soldiers and their well-being is the "Total Army Fitness Program."<sup>5</sup> I can't think of a better way to care for and strengthen the health and well-being of our soldiers than through this program.

#### FM 100-5, OPERATIONS

Although FM 100-5 is the Army's keystone warfighting manual, there is a definite link between the "how to fight" doctrine and the "how to lead" doctrine.<sup>6</sup> This link, as it relates to caring for soldiers, can be further validated as we examine the dynamics of combat power and its elements of maneuver, firepower, protection and leadership. The element of protection is divided into two components: (1) actions to counter enemy capabilities, and (2) keeping soldiers healthy and maintaining their fighting morale. Protection's second component also includes: (1) care of soldier's basic health needs and prevention of unnecessary exposure to debilitating conditions, (2) welfare and morale of soldiers, (3) building cohesion and esprit in units, and (4) systems in place for adequate medical care, expeditious return of minor casualties to duty and preventive medicine.<sup>7</sup>

FM 22-100, MILITARY LEADERSHIP

The eleven traditional principles of leadership have provided the cornerstone for Army leadership doctrine. Several principles provide a framework for leaders to care for soldiers: (1) know your soldiers and look out for their well-being, (2) keep your soldiers informed, (3) develop a sense of responsibility in your subordinates, (4) ensure that the task is understood, supervised and accomplished, (5) train your soldiers as a team, and (6) employ your unit in accordance with its capabilities.<sup>8</sup>

Several traits of character for a leader are outlined in FM 22-100. Empathy (or compassion) is directly related to caring for soldiers and defined as "being sensitive to the feelings, values, interests, and well-being of others. It includes making suggestions that help people with problems."<sup>9</sup>

Good leaders must also understand and look out for the human needs of their troops if they are to properly care for them. These needs are categorized as physical, security, social and higher. Examples of higher needs include the need for: (1) religion, (2) increased competence, (3) serving a worthwhile cause, and (4) being needed.<sup>10</sup> "Good leaders are concerned more with the well-being of their people than they are with themselves. They go out of their way to give their time, energy, thought, and counsel to teach and help their subordinates to live up to their potential."<sup>11</sup>

Excellent examples of how leaders can take care of their troops are provided in pages 221-250 of FM 22-100. Leaders motivate



soldiers by: (1) rewarding individual and team behavior that supports unit tasks and missions, (2) counseling or punishing soldiers who behave in a way that is counter to unit tasks, missions and standards, (3) encouraging subordinates to participate in the planning of upcoming events, (4) alleviating causes of the personal concerns of your soldiers so that soldiers can concentrate on their jobs, (5) ensuring your soldiers are properly cared for and have the tools they need to succeed, and (6) keeping your soldiers informed about missions and standards.<sup>12</sup> "If you truly care about your soldiers, you are deeply concerned about all aspects of their lives ... you want to prepare them for battle and for life in every way you can."<sup>13</sup>

FM 22-100 also provides an excellent example of a great leader: Colonel Joshua L. Chamberlain, Commander, 20th Maine Regiment. Colonel Chamberlain's actions during the Civil War epitomized the four factors of leadership: the follower, the leader, communications and the situation. Colonel Chamberlain knew his troops well. He clearly perceived his own ability to lead. He could talk and listen to troops. He perceptively assessed both the military situation and his soldiers' attitudes and values.<sup>14</sup> His leadership and actions contributed greatly to the outcome of the Battle of Gettysburg, the end to the Civil War, and ultimately the preservation of lives. He exemplifies the ultimate in caring.

LEADERSHIP AND COMMAND AT SENIOR LEVELS

"Wars may be fought by weapons, but they are won by men. It is the spirit of the men who follow and the man who leads that gains victory."<sup>15</sup>

General George S. Patton, Jr.

"The commander should appear friendly to his soldiers, speak to them on the march, visit them while they are cooking, ask them if they are well cared for, and alleviate their needs if they have any."<sup>16</sup>

Frederick the Great

These two famous quotes capture the essence of leadership and the importance of caring. FM 22-103 defines the attributes of senior leaders and commanders as developers who teach, train and coach. Coaches are leaders who care enough to get involved by encouraging and developing others. Without on-the-ground knowledge, the commander will not be able to maximize training or develop a "be all you can be" unit. Most importantly, leaders set a command climate where everyone has the opportunity to succeed, thus mistakes become opportunities to learn rather than failures.<sup>17</sup>

The basic concern in any unit must be the soldier. Soldiers man the equipment, fire the weapons, fight the battle and ultimately win the war. Senior leaders must care for troops and ensure that staffs do the same. Senior leaders must "challenge themselves to exhibit caring leadership by being concerned directly with matters of morale, esprit and well-being of soldiers."<sup>18</sup>

Appendix C of FM 22-103 outlines 24 characteristics of healthy and unhealthy organizations. Healthy organizations with caring leaders do the following: (1) tackle problems that include soldier needs, (2) have members of the unit helping each other, (3) band together in time of crisis, (4) have relationships that are honest - soldiers do care about one another and do not feel alone, and (5) have organizational structure, procedures and policies that are geared to help soldiers get the job done.

#### DIVISION COMMANDER'S LESSONS LEARNED (1985-89)

In June, 1984, the Chief of Staff of the Army directed the DCSOPS to begin a project to capture lessons learned in division command. Many of the documents provided by outgoing division commanders provide unique insights on how to best take care of soldiers.

#### 1985

"We have a moral obligation to make sure that those people are trained, that their weapons are zeroed, and that they know how to don a protective mask and do all the other things to survive on the battlefield."<sup>19</sup>

"We've got to have standards for performance that are understood and that we demand be implemented. Real care for the soldiers means that we make him trained to the standard that will let him survive in war and come home to those he loves."<sup>20</sup>

"We find leaders that are not sensitive to taking care of soldiers. It may shock folks sometimes but I've watched and I've

talked to junior leaders and I am convinced that some don't know how to take care of their groups. We have tried to develop some situations in our professional development program that will illustrate through case studies."21

"We must understand that system (people programs) and know that system if we are to properly support our soldiers."22

"The average young soldier arriving at the division is out of pocket ... we've gone out and negotiated with the people who require up front deposits."23

1986

"One thing we've done in the division is that we've established a stress management team that's chaired by the Chief of Staff ... anytime that anybody suspects that somebody is getting close to a crisis point that may result in suicide or bodily injury, or if there's a gesture or a suicide attempt, the team meets and advises the chain of command."24

"... during garrison weeks to turn all of the E4's and below loose to take care of personal affairs ... Isolate that to one afternoon and hold the soldier accountable."25

"The Army policy says only grades E1 through E6 have to take this CTT. Well, those CTT are survival tasks, as you know, and it makes no sense to me to have soldiers who are going to survive on the battlefield and their leaders don't know how to do those things. So, I just make CTT mandatory."26

"We try to make sure that we don't make soldiers work a lot of extra hours. We try not to let our soldiers pay the price for poor management. So, the key is planning and preparation, so that

training time is used efficiently."<sup>27</sup>

"What I've been trying to do is to somehow raise the esteem, prestige, authority and responsibility of the NCO so that he or she knows that they are fully responsible for the individual training of the individual soldier."<sup>28</sup> "If a guy can't take care of his family, I question how we could ever expect him to take care of soldiers."<sup>29</sup>

"Ensure that every family member of every one of your soldiers knows precisely what is available to them in the way of family care and that they feel an integral part of the division, every one of them."<sup>30</sup>

"The company commander and the first sergeant visit every soldier's off-post quarters within 30 days of a soldier signing a lease. They can't go unless they're invited in, ... that's just to make sure the soldier isn't getting ripped off."<sup>31</sup>

"You must operate the hours of facilities in a reasonable way, ... If I run out and train soldiers 22 weeks a year, taking them away from their families, then I'd better be doing something to take care of that family or I'm not going to keep the soldiers around... nobody can change the operating hours of anything on this post without my approval... We've had some very good success with what I call quality of life surveys."<sup>32</sup>

#### 1987

Setting realistic standards and goals. Example of what not to do: "...he had set OR rates in his unit that were impossible. You can't have 100% of your choppers up 100% of the time. So he had

people working weekends and nights, abusing them as far as trying to get things that weren't there."<sup>33</sup>

"Don't let your ego get in your way. Treat people like you would like to be treated and they respond a lot better."<sup>34</sup>

Setting a good example - don't put yourself above others: "I sleep on the ground. There are no cots in my division anywhere. My CP is very small and austere. I do not have a CG's mess."<sup>35</sup>

"... to get supervisors to understand that they're responsible for their people 24 hours a day, not just during duty hours."<sup>36</sup>

Sponsorship: "The chain of command and the housing office need the specifics of when the family is going to arrive, what are the ages and sex of the children, bedroom requirements and any handicap or special education requirements."<sup>37</sup>

"... the family action groups and family support groups are a bottom up type of structure, with very little impetus being provided by the chain of command. They are super effective in identifying problems, and in looking out for each other. I've been blessed with extremely proactive chaplains. I think chaplains are really an important resource in soldier care."<sup>38</sup>

"I tell them that the first priority has to be people; that's soldiers and families. If you don't have your soldiers and their families in the right frame of mind, nothing else is going to happen good....You have to take care of your people from the day you hear they're coming in until after they're already gone."<sup>39</sup>

#### 1988

"There must be a way of taking care of the family when the unit is deployed. I think it is all part of readiness because a

soldier will perform much better if he knows his family is being taken care of while he is gone."<sup>40</sup>

"I think he (Division Commander) needs to do special kinds of things to recognize deserving persons."<sup>41</sup>

"I was down in the tank park one day and there was a blade tank. They had the blade up. There was a young fellow up in front of that thing with his legs sticking out being all he could be...I didn't like that at all but what I hated worse was there were two captains and several NCO's in the area...I said, 'Do you see that guy over there? Why don't you go over there and get him out from under there?' That is part of the leadership I need. I am the division safety officer, ...then you, Mr. Battalion Commander, are the battalion safety officer, and you, Mr. Captain, are the company safety officer."<sup>42</sup>

#### 1989

To new division commanders: "I would tell them to remember what got them there, and that was, I would hope, caring for soldiers and families."<sup>43</sup>

"I have had company and battalion commanders who were violating everything that I stand for in taking care of soldiers. Individuals who worked longer than was necessary in my opinion, kept soldiers at work when it was totally unnecessary. Individuals who always put their version of the mission before their soldiers and their family members."<sup>44</sup>

Counseling: "We could break the mold of the inability of people to sit down and discuss, in a candid discussion with their subordinates, just what they are doing right and what they are

doing wrong and how they really feel about it."45

"Insist on providing the best quality of life that you could for your soldiers and their families. Try everything that is humanly possible to get the family members on board with what your programs are and why you are doing certain things,...Don't take your soldiers for granted and neglect the family members because we enlist the soldier, but we reenlist the family members."46

"...include family issues as part of our quarterly training briefs."47

Getting information home on services available on post: "send a newsletter home with the pay voucher."48

#### GENERAL H. NORMAN SCHWARZKOPF

On 9 Sep 90, General Schwarzkopf was interviewed in Saudi Arabia on 60 minutes. His concern for soldiers was very apparent. During the course of the interview, General Schwarzkopf provided a CINC's perspective on how leaders should conduct themselves and take care of soldiers.

- Do the same things as the troops; don't put yourself above the troops.

- Be out with the troops - minimize office time.

- Set the example: General Schwarzkopf choose to sleep in a small room at CENTCOM HQ's rather than living in a villa offered to him by the Saudi government.

- Talk to the troops; ask about water, food, mail, hearing from home, needing any help and orders they are receiving: you'll find out what you need to know.

- Wear your heart on your sleeve, no secrets, let your subordinates know how you feel: both good and bad.



- When going to war: Go all out, max it out to protect your troops.

- Be prepared to do your best.

- We're here (Saudi Arabia) to do our job and take care of the troops.

- Every decision you make you need to think about the responsibility leaders have in protecting lives.

- Small units are the ones who win the wars, not the leaders; must take care of those who will make the rest of us look good even when poor decisions are made.

General Schwarzkopf emphasized that he's in the Army because he likes soldiers. His last comment when departing an area he visited was: "Take care of the soldiers."<sup>49</sup>

### HISTORICAL EXAMPLES

#### How to take care of troops

FM 22-103, Chapter 7, Senior Leaders in Action, provides two excellent examples of senior leaders taking charge and taking care of troops.

A. **General Eichelberger at Buna.** On 29 November 1942, General MacArthur relieved General Harding and placed General Eichelberger in charge of all troops on Buna. General MacArthur's intent was very clear. "Bob," he said, "I want you to take Buna, or don't come back alive." MacArthur paused a moment and then, without looking at Byers, pointed a finger. "And that goes for your Chief of Staff too. Do you understand?"<sup>50</sup> General Eichelberger found Buna without a front and with a strong rear area. Troops were hungry and without the essentials. Some troops

in contact hadn't eaten in days. General Eichelberger lead from the front and experienced firsthand what the soldiers were fighting. Troops were in poor physical condition from disease and malnutrition. Rifle companies were at 50% strength and sick. He changed all that all by instilling a new spirit, discipline and confidence in his command. The logistical system was fixed and troops became physically fit. More importantly, they went on the offensive. In six weeks Buna fell to the Allies after several weeks of a bitter, deadly stalemate.<sup>51</sup>

B. General Huebner and the "Big Red One." General Huebner assumed command of a division in excellent shape. His standards were extremely high (only qualified expert rifleman served in a divisional rifle platoon). He believed in discipline and constant, tough training. He lead the Big Red One in the successful landing of Normandy. "The general wanted his division to be the best in the entire Army. It wasn't entirely a matter of personal pride because Huebner knew that the toughest, straightest shooting division won its objectives with the least loss of life."<sup>52</sup> He exhibits the ultimate in caring for troops. General Huebner also set up rest areas for showers, hot food, rest and a change in clothes as soon as action would permit. He had made leaders under his command true believers in his style of leadership.<sup>53</sup>

### How not to take care of soldiers

Hanging on the wall outside the office of MG Paul E. Funk, Commander, 3d Armored Division, are the symptoms of sick call. They are also the symptoms of leaders not taking care of soldiers.

- Soldier's time and skill wasted.
- Poor soldier accountability.
- Leaders are powerless to solve problems or get needed support.
- Troops not informed.
- Task assigned by time and not performance.
- Junior leaders ignored.
- Poorly planned, often changing training program.

The Poor Bloody Infantry 1939-1945 by Charles Whiting provides numerous examples of leaders at all levels not taking care of or even showing concern for the soldier. In the beginning of WWII 60,000 British soldiers were captured. They had been sent to Europe ill-prepared: untrained and poorly led. They had no anti-tank weapon and were not supplied with enough ammunition. They had been deployed nine months prior to the German invasion of France and did little to prepare for war while in Europe.<sup>54</sup> Despite these lessons, England continued to send troops worldwide poorly armed and trained.<sup>55</sup> The battle of Singapore is an example of one nation (Japan) prepared for war and one nation (England) not ready to defend with a rifle. The British did not have the spirit to fight and were defeated by a smaller Army.

Many of the 85,000 British troops captured had not even fired one shot.<sup>56</sup> Winston Churchill was worried about the spirit of the British soldiers. He pondered "will they never fight." As a result, he ordered that infantry men must be wounded prior to surrender.<sup>57</sup>

There was also a decisive weakness in the Anglo-American concept of training. No attempt was made to switch officers and NCO's between the training locations and the front. Some units in the Battle of the Bulge were actually lead by senior officers whose last war experience was in 1918. Many units suffered unnecessary casualties and, even worse, surrendered in mass as a result.<sup>58</sup> The 106th U.S. Infantry Division, for example, was brought up to the front five days prior to the German counter offensive. They were surrounded and 10,000 soldiers surrendered.<sup>59</sup>

In the battle for the Kasserine pass, engineers had brought up mines to aid in the defense. Many soldiers had never seen a mine nor had they received training on their employment. On 19-20 February 1943, the Big Red One also broke and ran with no attempt to either take or destroy equipment.<sup>60</sup>

The overall treatment and rotation policy of the American soldier during WWII was also poor. Few leaders checked feet, food or morale. The soldier seemed to be an expendable item; he was used until he dropped. "American officers seemed to show little interest in their men's welfare." Over 300,000 soldiers were sent back to the U.S. For battle fatigue and other physiological problems.<sup>61</sup>

This Kind of War: A Study in Unpreparedness by T.R. Fehrenbach provides insight into why the U.S. was not prepared to fight in the Korean War. Our soldiers were knowingly sent to Korea without "training nor indoctrination, nor the hardness and bitter pride men must have to fight a war in which they do not in their hearts believe."<sup>62</sup> The real crime was that they didn't know they were being sent to a war like lambs to the slaughter.

We sent soldiers to Korea with old unserviceable combat weapons even though newer ones had been developed. Vehicles were actually towed to the port for shipment. Spare parts for both weapons and vehicles were no longer being manufactured. Ammunition was short, radios didn't work, and worse yet our senior military and civilian leaders knew it.<sup>63</sup> What a great way to take care of our troops! They didn't have a chance.

#### SURVEY'S

What does the phrase "take care of the troops" mean to the Army officer leaders of today? To answer these questions a survey (Appendix 2) was sent to 40 active duty Army general officers. I asked for the TOP 5 (in priority) key programs, innovations and personal philosophies they had developed in their years of taking care of soldiers. In developing the TOP 10 Imperatives on how to best take care of troops, priorities 1 through 5 for each survey were awarded points as follows: 10-7-5-3-1 (priority #1 = 10 points). The total number of points received by each imperative follows in parenthesis. I am grateful to the 23 general officers who responded to the survey.

### TOP 10 IMPERATIVES

1. (167) **TRAINING** - Commanders should provide tough, hard and realistic training so that soldiers know how to fight, win and survive on the battlefield. Soldiers need to be trained to standard. They must be technically and tactically competent, properly equipped, and combat ready. Training should be challenging, focused on individual (CTT) and collective skills and a unit's warfighting requirement (METL). They must be properly resourced. Leaders need to be involved in all aspects of training; they should inspect daily.

2. (76) **FAMILIES** - Leaders must demonstrate concern for the well-being of families. This can be achieved by (1) being sensitive and proactive to family needs; (2) creating a strong and responsive family support program; (3) providing a coherent, predictable and stable working environment; (4) making sure post/installation services, facilities and quality of life programs are sustained to support troops and families; (5) involving families with the troops in the field, and (6) allowing troops time off (enforced & monitored) to handle family matters.

3. (65) **COMMUNICATIONS** - Leaders need to take time to listen to the troops. LTG Donald W. Jones provided the following guidance: "God gave everyone two ears and one mouth, so we should listen twice as much as we talk." Soldiers should be told the truth, kept well informed and understand the goals, objectives, missions and vision of the future for their unit. Good leaders

will create an atmosphere in which communication is open, two-way and non-threatening.

4. (60) **CHAIN OF COMMAND/POWER DOWN** - Commanders need to create a challenging environment. (1) Troops must want to be a part of the unit. (2) Command is decentralized and "honest" mistakes are accepted as part of learning. (3) Command climate fosters trust and confidence in troops. (4) Leaders teach responsibility for one's own actions. (5) NCO's are given the responsibility and authority to do their job. (6) Responsibility is pushed down to the lowest level. A strong and responsive chain of command needs to be developed that will use every available resource to solve soldier problems.

5. (38) **COMPETENT LEADERSHIP** - Army leaders need to continue the development of tomorrow's leaders through viable OPD/NCOPD programs. We need to train leaders that lead by example through their high standards, knowledge, ability to train and personal conduct. Leaders need to be down-to-earth and willing to get to know their soldiers and their soldiers' aspirations, concerns and problems. Senior Army officers need to ensure that only the most competent officers are put in leadership positions.

6. (31) **RECOGNITION** - Commanders need to take a personal interest in all awards recommendations, reward excellence before peers in a timely manner, and develop a fair and generous awards/recognition program. Recognition can take the form of PCS/ETS medal awards, certificates, coins, letters, badges, T-shirts or just verbal thanks.

7. (30) **EDUCATION** - Leaders support of the NCOES (PLDC, BNCOC, ANCOC) is essential. Soldiers need to be encouraged and allowed the opportunity to attend military and civilian education courses.

8. (28) **DIGNITY** - Soldiers should be treated as individuals. Personal and professional dignity must be maintained.

9. (27) **PHYSICAL FITNESS** - Keeping soldiers physically fit, emotionally stable and confident is extremely important. Commanders should use their physical fitness program to encourage and inspire soldiers and their family members to lead a healthy life style. Proper diet, active leader daily involvement, and a fun and competitive unit sports program will contribute greatly to accomplishing this goal.

10. (25) **SELFLESSNESS/LOYALTY** - Good leaders love and respect their soldiers. They treat them fairly. They also teach soldiers to place the needs of the unit ahead of self. Leaders must be loyal to their soldiers and provide support when needed.

The same survey was completed by eleven officers from the 3d Bde, 3d ID and 2d AD. The priority generated from the general officer survey is located in < > to provide some comparison. My personal thanks to Col Jim Riley, Cdr, 3d Bde, 3d ID and Col George Smith, Chief of Staff, 2d AD and the officers who responded to the survey.



1. (64) **TRAINING** <1>.
2. (57) **CHAIN OF COMMAND/POWER DOWN** <4>.
3. (53) **COMMUNICATION** <3>.
4. (42) **FAMILIES** <2>.
5. (26) **PERSONAL MANAGEMENT** - Soldier's time should not be wasted. Good leaders also require troops to take time off and help them with time management and establishing standards and priorities <12>.
6. (20) **COMPETENT LEADERSHIP** <5>.
7. (11) **RECOGNITION** <6>.
8. (08) **PHYSICAL FITNESS** <9>.
9. (05) **ELIMINATE BUREAUCRACY** - Commanders need to fight bureaucracy at every turn and ruthlessly eliminate bureaucratic requirements to free up commanders and 1SGTs to train and care for troops <13>.

#### PERSONAL PHILOSOPHY

When I say take care of the troops, I mean take care of soldiers and their family members. You cannot separate the two. Soldiers need to know what is going on, which includes the big picture. You cannot mislead the troops. Any bad news should be shared up front. Good leaders get involved with their troops; they don't set themselves above or have a better-than-thou attitude. Exposing your flanks and personality to the troops may not be easy, but it is the only way to lead.

Good leaders treat all soldiers with respect. They stay on their level and don't talk down to them. Troop talks should be

held often because each member of the team has a vested interest in any unit or organization. You need to go out on the limb to help soldiers and their family members. Leaders need to get to know their troops and their problems. Every available resource must be used to fix soldier problems.

Taking care of soldiers includes rewarding them for a job well done through a viable awards program (merit should be acknowledged prior to PCS/ETS). Realistic leave policies must be established, so no one loses leave. Sports programs are extremely valuable team builders, and time should be made available for both team and individual sports.

Leaders need to encourage and assist soldiers in developing their skills through education. Good leaders send troops to PLDC, BNCOC, CAS3 and other Army schools when their number comes up. Don't hold back a soldier's professional development. Troops and their families should also have access to financial management classes.

Caring leaders must also be able to make the tough choice. The Army isn't for everyone. Those who don't belong need to be separated. Proper punishment and rehabilitation are a necessary part of taking care of soldiers. Attacking the drug and particularly the alcohol problem is vital. Alcohol treatment programs and aggressive follow-up (hold troops feet to the fire) for those in the program are one of the best forms of caring.

Operation Desert Shield brought the following issues to the forefront: (1) family care plans of single-parent soldiers, (2) unit support groups, and (3) awareness of available military services to designated guardians of deployed soldiers.<sup>64</sup> All three areas must be aggressively pursued. Soldiers without workable care plans should not be allowed to remain in the Army. The commander must have the fortitude to make the tough call in the best interests of the children, the soldier and the Army.

If you've ever been poorly sponsored, you know how important this program can be. Sponsors need to be chosen wisely (incoming troops with families sponsored by a soldier with a family who will be in the unit for at least six months) and allowed the time to be a good sponsor. The unit chaplain needs to be actively involved in all unit functions. Awareness of available religious programs is the key. Strong counseling programs must be in place. The current NCOER system is a tremendous improvement, but it is also only as good as your NCO leadership. The commander, CSM and 1SG must be constantly checking to ensure compliance. Commanders need to set the standard through their own counseling program.

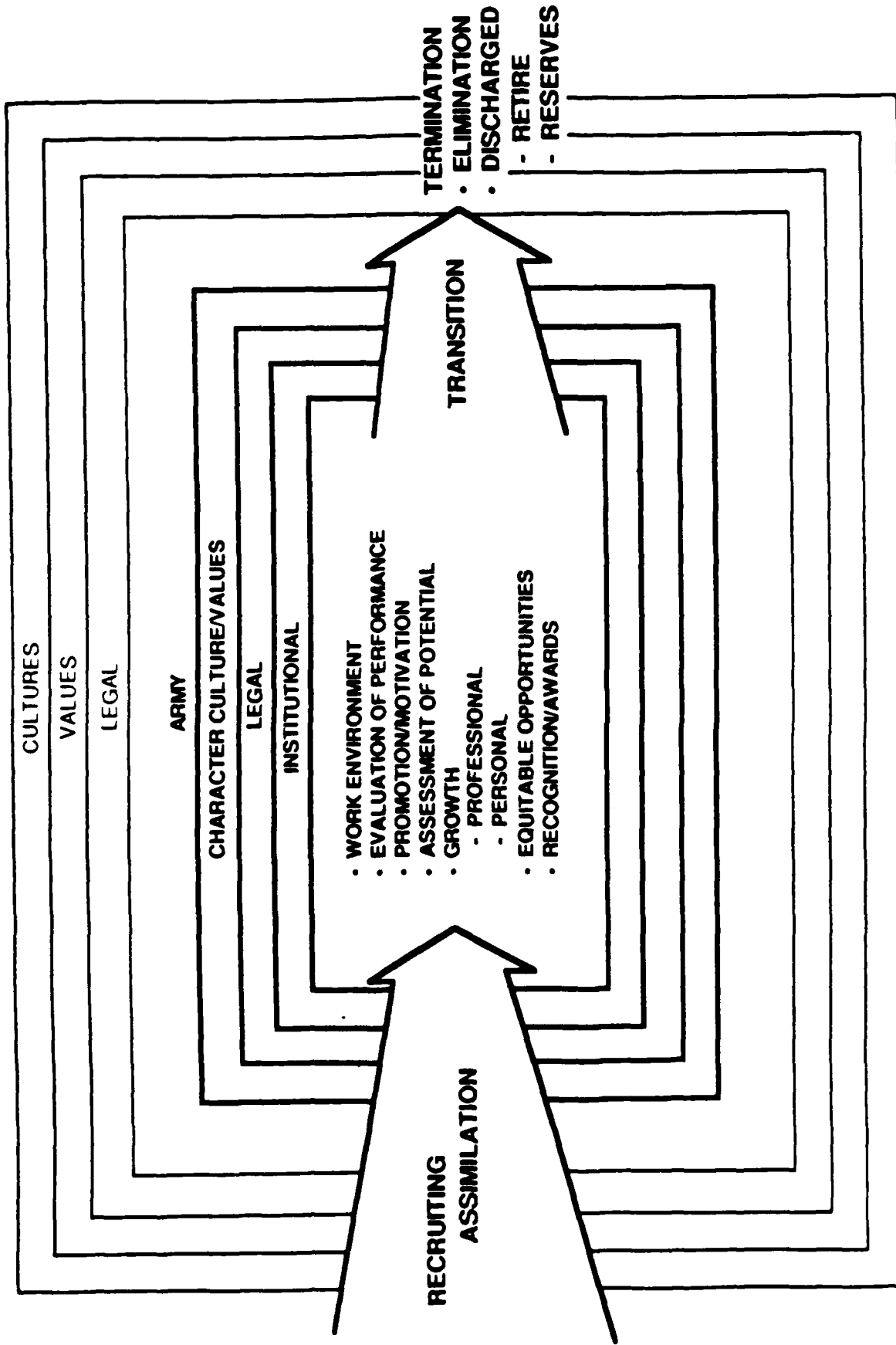
### CONCLUSION

Understanding the meaning of the phrase "take care of the troops" is not a difficult task. There is no shortage of opinion or research on the topic. In fact, there is ample consensus and consistency in comments to conclude that military leaders do know how to take care of soldiers. The challenge then becomes one of

(1) practice what you preach, (2) pass it on to the future leaders of our Army, and (3) don't repeat mistakes of the past.

In summary, I would place greater emphasis on the following key areas in taking care of the troops: (1) leaders who develop mutual trust and confidence in their soldiers, (2) leaders who are fair, consistent, reliable and just, (3) a command climate that is open and honest; soldiers feel free to speak their minds without fear, (4) providing soldiers the best tools/equipment to get the job done, (5) competent leaders who can teach, coach and mentor, (6) combat leaders who spare troops unnecessary hardships, minimize casualties, and have the willingness to share in their needed hardships and dangers, and (7) leaders with human understanding and compassion.

Without a doubt, however, the best way a leader can take care of soldiers is to give top priority to tough, realistic training. As one of General Vuono's six imperatives,<sup>65</sup> this focus provided the Army a peacetime center of gravity. The tough, realistic training imperative has been extremely instrumental in building the best Army ever assembled. Having your soldiers prepared to fight and execute their go-to-war mission is the ultimate in caring. The Chief of Staff of the Army committed himself and the required resources to making that happen. This is how leaders can best "take care of the troops."<sup>66</sup> One only needs to ask the soldiers participating in Operation Desert Storm how they feel about the importance of being prepared for combat.





DEPARTMENT OF THE ARMY  
UNITED STATES ARMY WAR COLLEGE  
CARLISLE BARRACKS, PENNSYLVANIA 17013-5050



REPLY TO  
ATTENTION OF

AWCA

MEMORANDUM FOR

SUBJECT: Army War College Military Studies Program

1. Officers and non-commissioned officers at all levels are concerned with their soldiers. However, we sometimes use the phrase "take care of the troops" to refer to many different things. Through the U.S. Army War College Military Studies Program, I am conducting research to determine whether there is Army-wide consensus about what the phrase "take care of the troops" means to Army officer leaders.
2. To carry out this project, I need the views of senior Army leaders. This survey taps into your key programs, innovations and personal philosophies that you have developed in your years of taking care of soldiers.
3. The information will be shared with military leaders at all levels (through publication of this MSP in Military Review) to help them take better care of soldiers.
4. Please provide your TOP 5 key programs, innovations and personal philosophies on the enclosed form and return by 28 Dec 90. Thanks in advance for your response to this survey.

Encl

DANIEL J. SULLIVAN  
LTC, AG  
Student, USAWC Class of 91

Please provide your TOP 5 key programs, innovations  
and personal philosophies you have relied on to best  
"take care of the soldier."

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
\_\_\_\_\_

I do ☐ do not ☐ wish a copy of the final report.

A self-addressed return envelope is attached for your convenience.  
Please return to:

LTC Dan Sullivan  
U.S. Army War College  
Class of 91  
516 Craig Road  
Carlisle Barracks, PA 17013

## ENDNOTES

1. U.S. Department of the Army, Field Manual 22-100, p. 234 (hereafter referred to as "FM 22-100").
2. U.S. Department of the Army, DA Pamphlet 600-80, p. 41.
3. Ibid., p. 42.
4. Ibid., p. 44.
5. Ibid., p. 20.
6. LTC Cecil B. Calloway, "Leadership Imperatives," Military Review, November 1986, p. 55.
7. U.S. Department of the Army, Field Manual 100-5, p. 13.
8. FM 22-100, pp. 42-43.
9. Ibid., p. 124.
10. Ibid., pp. 143-146.
11. Ibid., p. 147.
12. Ibid., pp. 221-235.
13. Ibid., p. 234.
14. LTC Boyd M. Harris, "A New Army Emphasis on Leadership: Be, Know, Do," Military Review, February 1983, pp. 67-68.
15. U.S. Department of the Army, Field Manual 22-103, p. 1 (hereafter referred to as "FM 22-103").
16. Ibid., p. 12.
17. Ibid., pp. 9-10.
18. Ibid., p. 13.
19. U.S. Military History Institute, Division Command Lessons Learned Program, Experience in Division Command 1985, p. 9.
20. Ibid., p. 24.
21. Ibid., p. 25.
22. Ibid., p. 28.



23. Ibid., p. 20.
24. U.S. Military History Institute, Division Command Lessons Learned Program, Experience in Division Command 1986, p. 6.
25. Ibid., p. 21.
26. Ibid., p. 22.
27. Ibid., p. 24.
28. Ibid., p. 37.
29. Ibid., p. 42.
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34. Ibid., p. 10.
35. Ibid., p. 19.
36. Ibid., p. 53.
37. Ibid., p. 54.
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39. Ibid., pp. 56-57.
40. U.S. Military History Institute, Division Command Lessons Learned Program, Experience in Division Command 1988, p. 48.
41. Ibid., p. 44.
42. Ibid., p. 13.
43. U.S. Military History Institute, Division Command Lessons Learned Program, Experience in Division Command 1989, p. 38.
44. Ibid., p. 40.
45. Ibid., p. 43.

46. Ibid., p. 49.
47. Ibid., p. 51.
48. Ibid., p. 52.
49. Interview with H. Norman Schwarzkopf, General, Commander-In-Chief, Central Command, Saudi Arabia, CBS 60 Minutes, 9 September 1990.
50. FM 22-103, p. 69.
51. Ibid., pp. 69-71.
52. Ibid., p. 73.
53. Ibid., pp. 71-73.
54. Charles Whiting, The Poor Bloody Infantry 1939-1945, p. 60.
55. Ibid., p. 63.
56. Ibid., pp. 109-110.
57. Ibid., pp. 74-75.
58. Ibid., p. 132.
59. Ibid., p. 227.
60. Ibid., pp. 158-159.
61. Ibid., p. 240.
62. T.R. Fehrenbach, This Kind of War; A Study in Unpreparedness, p. 437.
63. Ibid., p. 428.
64. "Family care takes the forefront," Army Times, 10 September 1990, p. 19.
65. General Carl E. Vuono, "Professionalism and the Army of the 1990's," Military Review, April 1990, p. 2.
66. General Carl E. Vuono, Lecture, "CSA General Address," Carlisle Barracks: U.S. Army War College, 20 September 1990.

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